

# East Oakland Leadership Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Laura Armstrong, Director

Principal, East Oakland Leadership Academy

#### About Our School

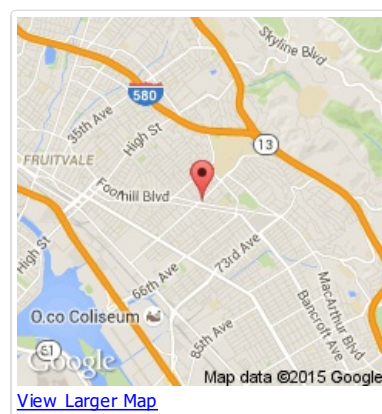
East Oakland Leadership Academy's motto is "All Children Can Learn" because "Failure is Not an Option." The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003 and has grown from one 6th grade class to currently serving students in grades K-8.

The 2013-2014 school year marked East Oakland Leadership Academy's 11th year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our API score of 805 in the 2010-2011 school year. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm's Martial Arts as a part of our after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school's vision.

#### Contact

2614 Seminary Ave.  
Oakland, CA 94605

Phone: 510-562-5238  
E-mail: [docarm@aol.com](mailto:docarm@aol.com)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	East Oakland Leadership Academy
<b>Street</b>	2614 Seminary Ave.
<b>City, State, Zip</b>	Oakland, Ca, 94605
<b>Phone Number</b>	510-562-5238
<b>Principal</b>	Laura Armstrong, Director
<b>E-mail Address</b>	<a href="mailto:docarm@aol.com">docarm@aol.com</a>
<b>Web Site</b>	<a href="http://eolaistheway.com">eolaistheway.com</a>
<b>County-District-School (CDS) Code</b>	01612590100123

District	
<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	(510) 434-7772
<b>Web Site</b>	<a href="http://www.ousd.k12.ca.us">http://www.ousd.k12.ca.us</a>
<b>Superintendent First Name</b>	Antwan
<b>Superintendent Last Name</b>	Wilson
<b>E-mail Address</b>	<a href="mailto:antwan.wilson@ousd.k12.ca.us">antwan.wilson@ousd.k12.ca.us</a>

*Last updated: 1/28/2015*

### School Description and Mission Statement (Most Recent Year)

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English. Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a life-long love of learning. Our school will include small classes, community and parent involvement, and a clean, safe learning environment that respects and addresses the cultural needs of our students and staff. Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing. East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

East Oakland Leadership Academy's motto is "All Children Can Learn" because "Failure is Not an Option." The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. Our educational program allows each student to:

- Develop academic excellence and high standards of personal and social behavior
- Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process
- Become active participants in a democratic society as contributing citizens within the school, local, and global communities
- Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment
- Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6th grade class to currently serving students in grades K-8

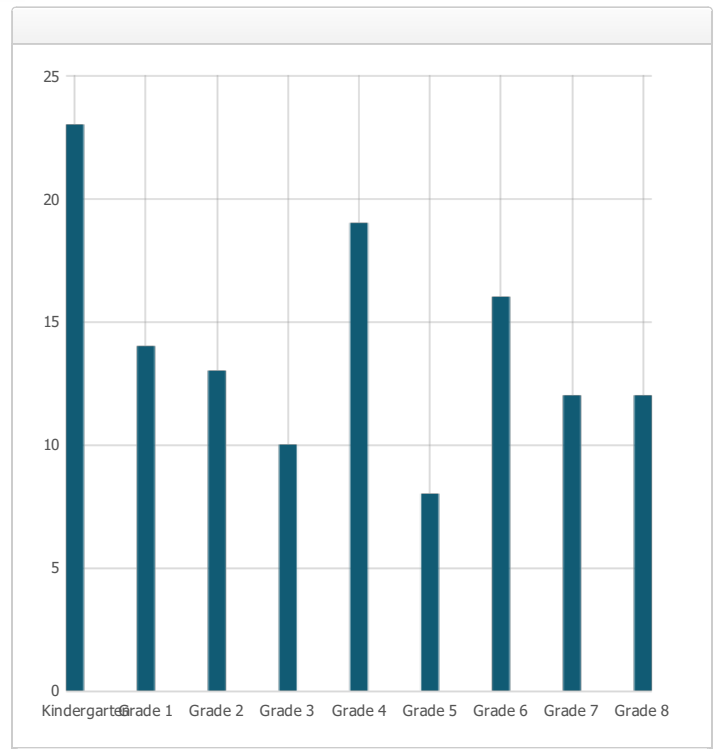
East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. Ninety-seven percent (97%) of the students come from ethnic minorities; **54% are Hispanic or Latino; 39 % are African American and 4% are Asian. Ninety-five percent (95%) qualify for free or reduced lunch and 55% are English Language Learners.**

While serving this disadvantaged group of students, East Oakland Leadership Academy maintains incredibly high success rates. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates, demonstrable parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools.

*Last updated: 1/28/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

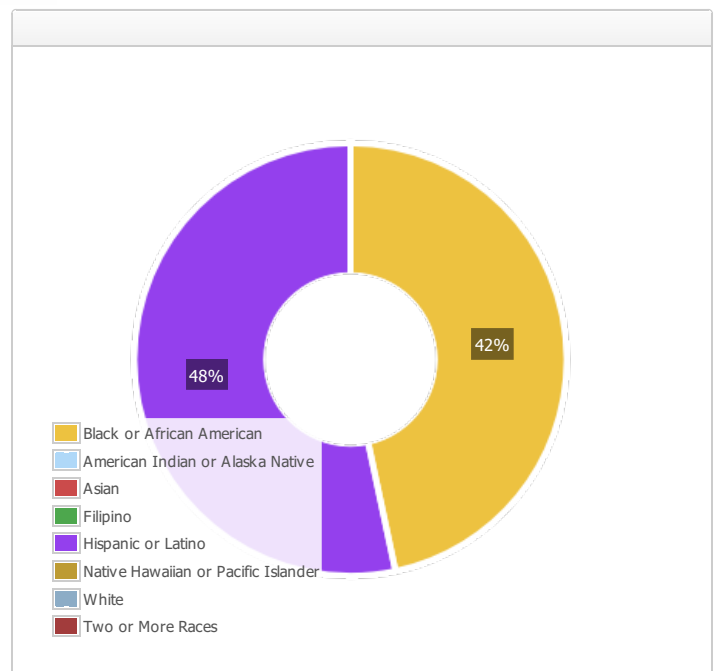
Grade Level	Number of Students
Kindergarten	23
Grade 1	14
Grade 2	13
Grade 3	10
Grade 4	19
Grade 5	8
Grade 6	16
Grade 7	12
Grade 8	12
<b>Total Enrollment</b>	<b>127</b>



Last updated: 1/28/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	42.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	48.0
Native Hawaiian or Pacific Islander	0.0
White	0.1
Two or More Races	0.0
Socioeconomically Disadvantaged	97.4
English Learners	25.9
Students with Disabilities	8.6



Last updated: 1/29/2015

## A. Conditions of Learning

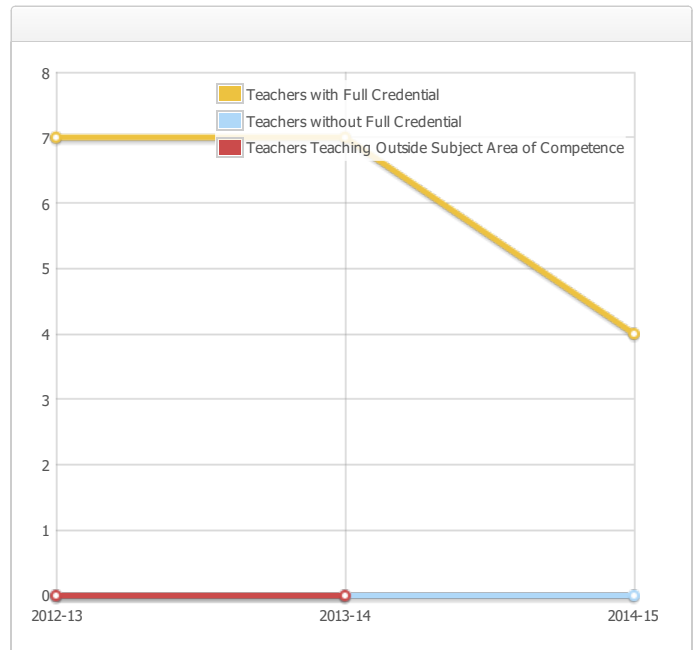
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

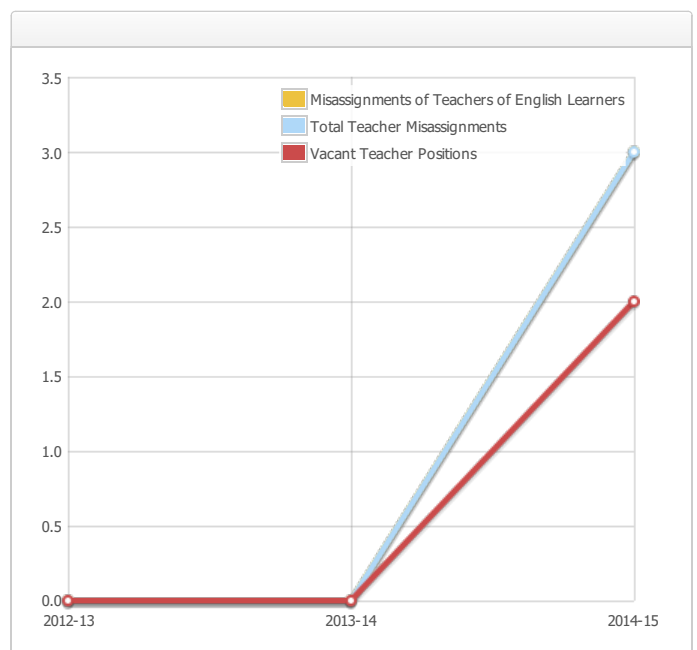
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	7	4	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/28/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	0	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	93	7
High-Poverty Schools in District	93	8
Low-Poverty Schools in District	97	3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	East Oakland Leadership Academy currently use Houghton Mifflin for grades K-5 and Holt for grades 6-8.		0.0
Mathematics	East Oakland Leadership Academy currently use Houghton Mifflin for grades K-5 and Prentice Hall for grades 6-8.		0.0
Science	East Oakland Leadership Academy currently use Harcourt for grades K-5 and Glencoe for grades 6-8.		0.0
History-Social Science	East Oakland Leadership Academy currently use Houghton Mifflin for grades K-5 and Glencoe for grades 6-8.		0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqmt(9-12)	N/A		0.0

Last updated: 1/28/2015

**School Facility Conditions and Planned Improvements - Most Recent Year**

Our school facility is in good condition. East Oakland Leadership Academy provides a clean and safe environment for our staff and students. Our building was renovated in July 2010 and we were awarded the Certificate of Occupancy in April 2011. The maintenance staff handles all minor repairs on a daily basis. Currently there are no repairs needed.

Last updated: 1/28/2015

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Our school facility is in good

		condition. East Oakland Leadership Academy provides a clean and safe environment for our staff and students. Our building was renovated in July 2010 and we were awarded the Certificate of Occupancy in April 2011. The maintenance staff handles all minor repairs on a daily basis. Currently there are no repairs needed.
Interior: Interior Surfaces	Good	No repairs are needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs are need at this time.
Electrical: Electrical	Good	No repairs are need at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs are need at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repairs are need at this time.
Structural: Structural Damage, Roofs	Good	No repairs are need at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs are need at this time.

**Overall Facility Rate - Most Recent Year**

Overall Rating	Exemplary
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*Last updated: 1/28/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	41	55	48	49	48	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/28/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	48
Male	42
Female	53
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54%	48%	46%	45%	47%	45%	54%	56%	55%
Mathematics	55%	50%	52%	46%	46%	44%	49%	50%	50%
History-Social Science	40%	4%	24%	32%	31%	33%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	3	4
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/28/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	58	-39	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	65	-50	27
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	94	-45	
English Learners	89	-53	
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2015



**Career Technical Education Programs (School Year 2013-14)**

This does not apply to the K-8 students at East Oakland Leadership Academy.

*Last updated: 1/28/2015*

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/28/2015*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

# State Priority: Other Pupil Outcomes

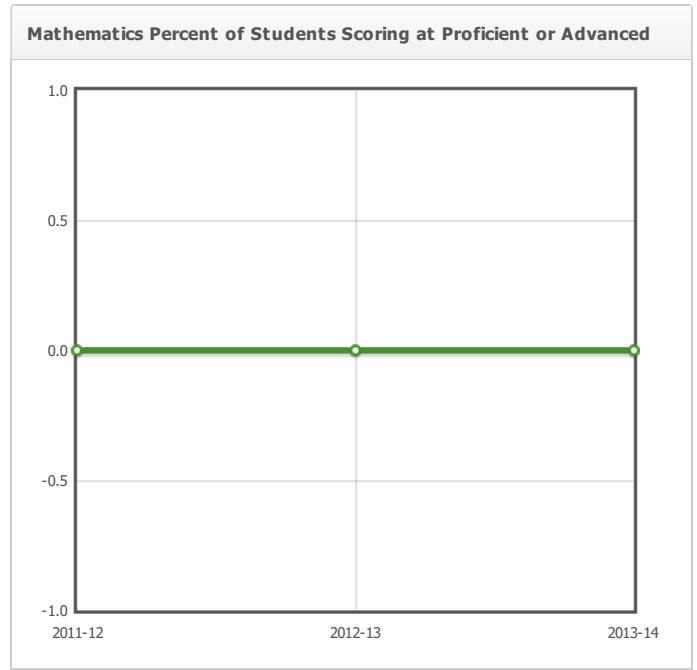
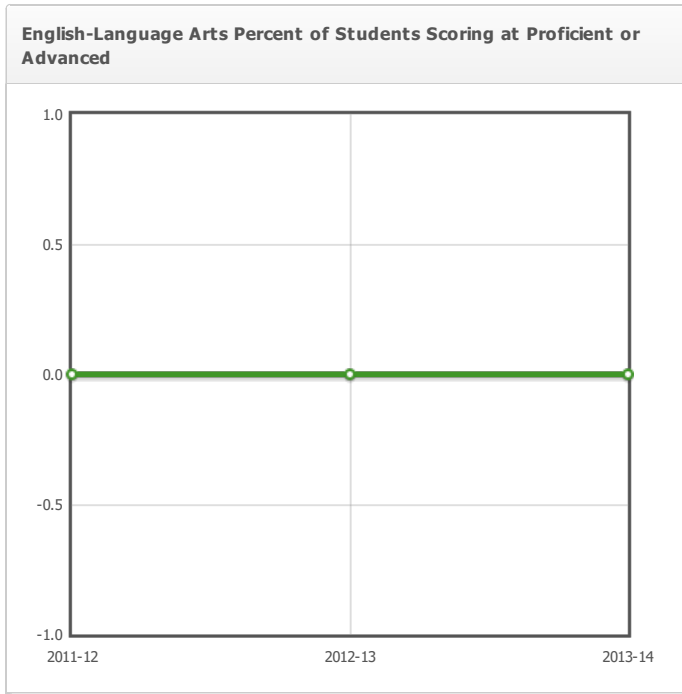
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	43%	41%	36%	56%	57%	56%
Mathematics	N/A	N/A	N/A	48%	45%	40%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/28/2015

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2015

### California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1%	30.8%	7.7%
7	28.6%	33.3%	14.3%
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2015

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful partnerships to help sustain and deliver its educational mission. Community partners include Frohm's Martial Arts, YMCA, Digital Arts, Culinary Academy, Four Seasons Music Appreciation and Parks and Recreation.

Volunteer Workdays are scheduled in which parents volunteer several hours at the school working on several projects. Projects include repairing classroom fixtures, cleaning, gardening, and enhancing the backyard.

Parents are encouraged to visit the school and actively participate in the education of their children.

All families have an opportunity to volunteer. These effort hours include participating in their child's class and participating on field trips. Donations are included as volunteer hours.

### State Priority: Pupil Engagement

*Last updated: 1/28/2015*

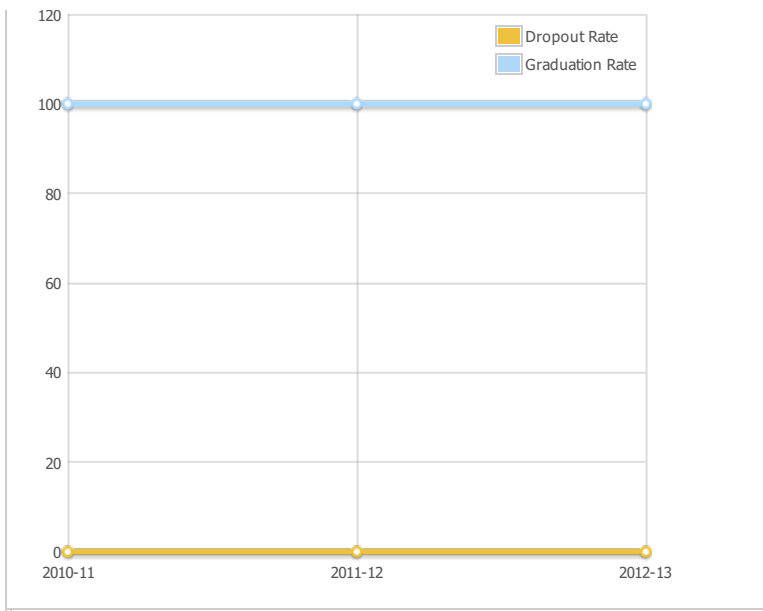
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0						
Graduation Rate	100.0	100.0	100.0	58.35	58.96	62.78	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/28/2015*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

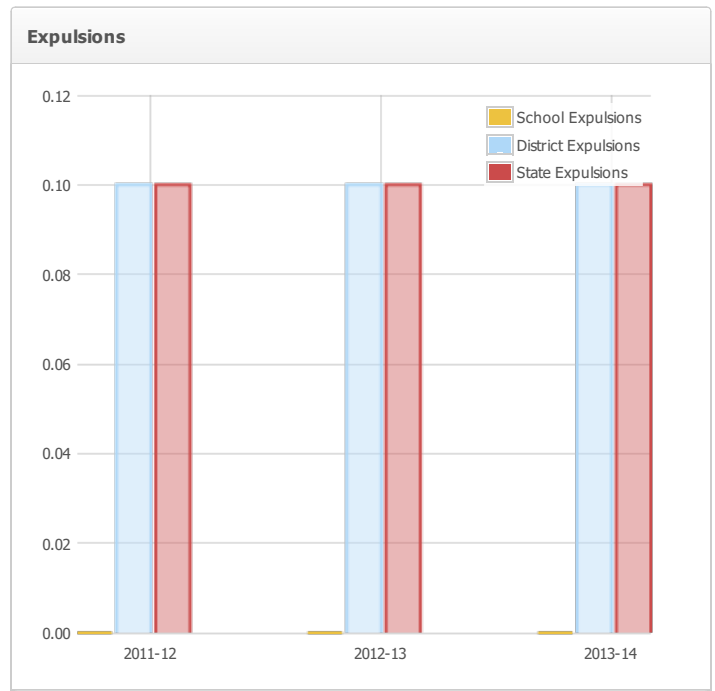
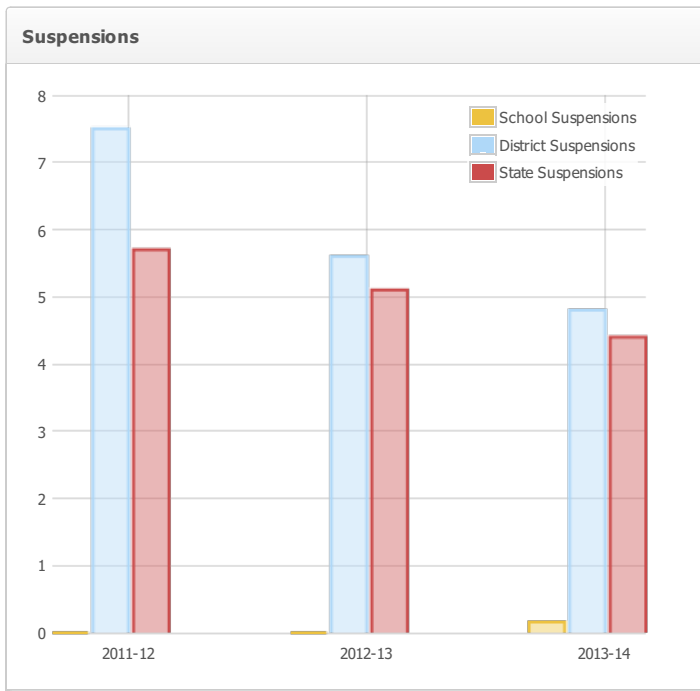
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.16	7.50	5.60	4.80	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.10	0.10	0.10	0.10



Last updated: 1/29/2015

**School Safety Plan - Most Recent Year**

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East Oakland Leadership Academy reviewed and updated the school's safety plan in August 2014. Every staff member is required to read the safety plan and attend informational meetings and trainings. We have had discussions during staff meetings, professional development, and trainings for each safety plan. Every staff member must also sign off on the trainings. Our endeavor to update the safety plan is ongoing.

*Last updated: 1/28/2015*



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	No
Met Participation Rate - English-Language Arts	N/A	No
Met Participation Rate - Mathematics	N/A	Yes
Met Percent Proficient - English-Language Arts	N/A	Yes
Met Percent Proficient - Mathematics	N/A	Yes
Met Graduation Rate	N/A	N/A

*Last updated: 2/6/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/28/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0		0	0	16.0	2			13.0	2	0	0
1	20.0	1	0	0	10.0	1			14.0	2	0	0
2	20.0	1	0	0	12.0	1			7.0	2	0	0
3	20.0	1	0	0	12.0	1			12.0	2	0	0
4	20.0	1	0	0	11.0	1			11.0	2	0	0
5	20.0	1	0	0	13.0	1			9.0	2	0	0
6	25.0	1	0	0	21.0		1		16.0	2	0	0
Other	0.0	0	0	0						0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/28/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	1	0	0	18.0	2	0	0				
Mathematics	18.0	1	0	0	18.0	1	0	0				
Science	18.0	1	0	0	18.0	1	0	0				
Social Science	18.0	1	0	0	18.0	1	0	0				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/28/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/28/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$55,086
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	42000.00%

Note: Cells with N/A values do not require data.

*Last updated: 1/28/2015*

## Types of Services Funded (Fiscal Year 2013-14)

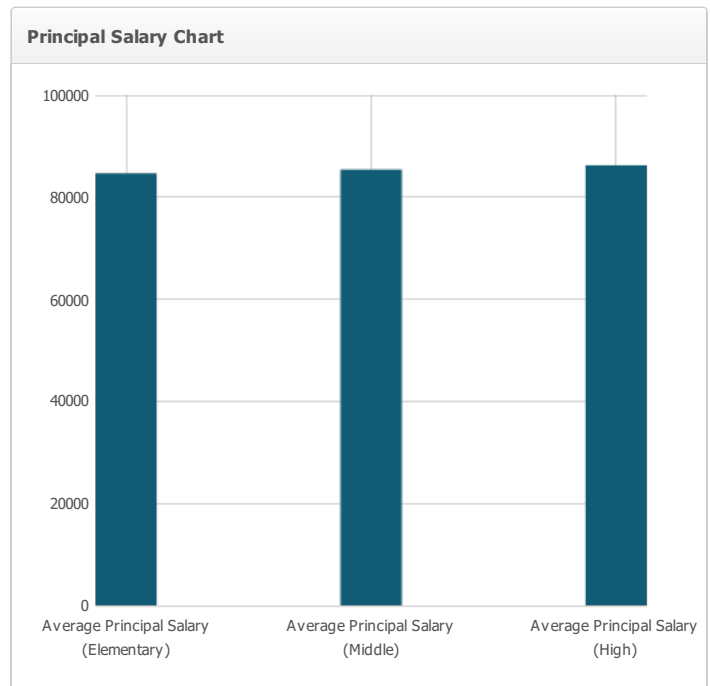
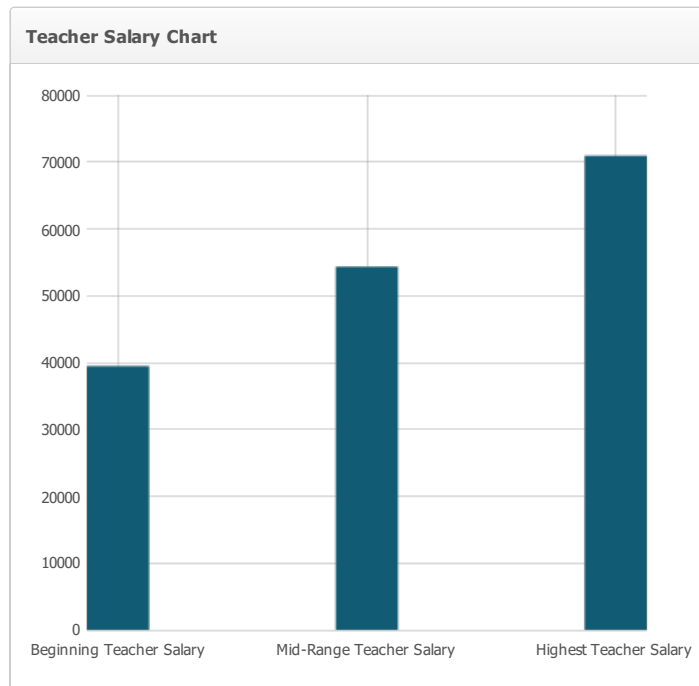
East Oakland Leadership Academy receives TITLE 1 and ASES funding.

Last updated: 1/28/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$41,761
Mid-Range Teacher Salary	\$54,328	\$66,895
Highest Teacher Salary	\$70,934	\$86,565
Average Principal Salary (Elementary)	\$84,669	\$108,011
Average Principal Salary (Middle)	\$85,411	\$113,058
Average Principal Salary (High)	\$86,249	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of Budget for Teacher Salaries	30.0%	38.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/28/2015

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/28/2015*

**Professional Development – Most Recent Three Years**

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East Oakland Leadership Academy incorporates professional development during weekly staff meetings. All staff are required to attend an intense two week professional development workshop during the summer (Urban Boot Camp). Teachers are required to attend one professional development workshop during the year. Teachers are also required to attend Common Core workshops. EOLA has a professional consultant who does individual mentoring with the teachers. Teachers are also supported through in-class and peer coaching. The teachers meet in teams to collaborate on grade-level curriculum. EOLA teachers are also enrolled in BTSA. SMART Goals were implemented at EOLA during the 2012-2013 school year to support the Individual Learning Plan (ILP's) that EOLA had in place. Smart Goals are created based on the results of the quarterly benchmarks that are administered in August, October, January, and March. The goals include: individual goals, class goals, and school goals. Smart Goals were established to make benchmarks meaningful to the students and it allows them to participate in setting goals. Smart Goals drive instruction because the cooperative efforts allow for continuous monitoring and support.

*Last updated: 1/28/2015*